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ABSTRACT

This report describes and assesses the effectiveness of activities conducted by the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project during the winter of 1981. On-site staff development activities provided at elementary, junior, and senior high schools are described: (1) two credit-bearing courses on multicultural education and on educating mainstreamed students in the least restrictive environment; and (2) a workshop for two elementary schools on basic skills and diagnostic-prescriptive instruction in mathematics. Participants in two curriculum committees, which were set up to identify tasks in the construction of objectives-based elementary and secondary reading and mathematics instruction, are also listed. Project assessment instrument and procedures are outlined, and conclusions based on participant responses are noted. Appended are copies of the course and workshop assessment instruments, with responses in tabular form. (FG)

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Teacher Crops * Program '79
The University of Toledo/
Springfield Local Schools

AN ASSESSMENT OF WINTER, 1981, STAFF DEVELOPMENT ACTIVITIES

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Activities to be implemented during Year Two of The University of Toledo/ Springfield Local Schools Teacher Corps Project are described in Part I of Section Two of the 1980 Continuation Amendments. The activities include: (1) an LEA staff development program, (2) a master's degree/Ohio teacher certification program as well as school and community activities for Project Interns, and (3) community education.

Intern and community education activities are reported elsewhere. As in the initial assessment report, planning and implementation of staff development courses and workshops are the focus of this report.

This report describes staff development planning; summarizes university courses, building workshops and curriculum committee proceedings; outlines assessment procedures; and discusses assessment findings and conclusions.

Course and Workshop Planning

The staff development system improvement model designed by the project is described in detail in the 1980 Continuation Proposal (pp. 72-76). Continuation Proposal planning for staff development courses and workshops followed specified criteria. The criteria were:

1. Each course and workshop uses identified Subject Area Goals and Objectives as point of departure for planning.
2. Courses address more complex issues related to larger numbers of goals/objectives which have higher district-wide interest.
3. Workshops address less complex issues related to smaller numbers of goals/objectives which have lesser district-wide interest.
4. Each is offered on-site.
5. Each is developed collaboratively with instructor by identified teacher committee.
6. Courses utilize CBTE model for design and syllabus.
7. Courses meet UT Graduate School requirements for credit.

8. Workshop plans identify specific objectives.

9. Each limited to thirty participants.

10. Syllabi/Plans include these elements: identified needs, goals/objectives, activities and materials, and evaluation schema.

11. Each provides for school/classroom implementation.

12. Each is scheduled to accommodate optimum participation.

As provided in the 1980 Continuation Proposal (p. 75):

> The courses will include the goals and objectives originally written by the Subject Area Committees. However, it is expected that these objectives will be refined and expanded, that varied and motivating treatments will be planned, that products which are classroom applicable will be selected and that criterion referenced assessment and performance evaluation will be planned. The intent is to implement Competency Based Education in all coursework.
>
> The workshop format need not adhere to graduate course standards or CBTE. Nonetheless, the objectives, judged to be appropriate for workshop delivery, will also be refined and expanded, motivating experiences will be cued to objectives and appropriate time frames, in terms of the number of hours necessary to accomplish the objectives, will be assigned. Workshops may vary from one half-day in-service sessions to six after school or Saturday sessions.

Each course instructor and workshop consultant worked with teacher members of the Subject Area Committees established during the 1979-80 project planning year to construct specific instructional objectives and to design course and workshop activities, including classroom and other school arena implementation activities, which would address identified district-wide and individual building staff development goals and objectives. Planning groups for the respective Winter courses and workshops were:

<u>Introduction to Multicultural Education</u>

Mary Fahle	Gerald Hiltman	Bill McAfee
Linda Farney	Thomas Lopez	Edward Nussel

<u>Survey of Exceptional Children and Youth</u>

Sylvia Corrello	Bob Jay	Ron Krempa
Linda Irwin	Jane Kramer	Ron Price

Crissey-Dorr St. School Workshop

Trieber Acre	Diane Gajewski	Martha Miller
Bonnie Clark	Thomas Gibney	Jim Skelding
Garnet Forrester	Carol Miller	Paul Smith

Each planning group met twice to complete identified tasks.

Staff Development Activities

Prioritized goals and objectives for staff development in five subject areas were a principal product of the needs assessment and other planning carried out in Year One of the project. The five subject areas are: (1) Basic Skills/Diagnostic-Prescriptive Instruction in Reading, (2) Basic Skills/ D-P Instruction in Mathematics, (3) School Climate, (4) Least Restrictive Alternative Schooling for the Handicapped, and (5) Education That is Multicultural (1980 Continuation Amendments, pp. 90-105).

Courses. During the university's Fall Quarter, two courses for credit were offered to address identified goals and objectives. The two courses were:

1. "Introduction to Multicultural Education;"
2. "Survey of Exceptional Children and Youth."

Multicultural Education Course. The first course addressed the following staff development goals and objectives (p. 104):

Subject Area: Education that is Multicultural

Goal 1: To help teachers enhance students' sensitivities to individual and cultural differences.

a. To understand the individual students by trying to view them and their world as they do.

b. To design appropriate problem-solving strategies for a variety of learning and social problems.

c. To apply to one's own curriculum area or grade level appropriate information for appreciation of the similarities and differences among cultures.

d. To develop criteria for selecting materials which objectively represent a culturally pluralistic society.

Goal 2: To enhance teachers' understandings of differences among cultural groups.

a. To recognize the diverse multicultural representation in the Springfield Local School District.

b. To appreciate the similarities and differences among cultures in the district in socio-economic, religious, ethnic, and geographical areas.

Site-specific objectives were:

1. Springfield staff participants will identify and examine attitudes which present an academic problem in their respective teaching fields.

2. Participants will identify and examine institutional practices which contribute to multicultural problems.

3. Participants will identify and consider community cultural factors which are important to schooling.

4. Participants will develop proposals relative to social values which can improve Springfield Local Schools.

Instructors were Edward J. Nussel, Professor and Associate Dean, College of Education, and Thomas Lopez,

Course activities included those to be implemented subsequently in the school district's development of objectives-based, K-12, programs in Reading and Mathematics.

Exceptionality Course. The second course addressed the following staff development goals and objectives (p. 105):

Subject Area: Least Restrictive Alternative Schooling for the Handicapped

Goal 1: To develop skills for identifying students with special learning needs.

Goal 5: To develop understanding of issues related to student transitions to, and out of, special service placements.

Goal 6: To enhance teacher attitudes toward changes in programming for handicapped students.

Site-specific objectives were:

1. Springfield staff participants will increase knowledge of handicapped learners through readings, class discussions, simulations, and role-playing, and audio-visual presentations.

2. Participants will increase knowledge of the identification, referral and placement procedure.

3. Participants will increase knowledge of environmental influences on the learner's performance.

4. Participants will increase knowledge of perception and perceptual errors.

The instructor was Ronald Price, Department of Special Education. Course activities included those to be implemented subsequently in participants' classrooms.

Workshop. During the winter, a school workshop was offered jointly for two buildings, Crissey and Dorr St. Schools.

The workshop addressed the following staff development goal and objectives (pp. 92-94):

Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Mathematics

Goal 1: To help students master basic skills.

Goal 3: To develop supplementary materials for reinforcing, re-teaching or reviewing concepts and skills.

a. To identify supplementary materials that are now available in the district.

b. To identify mathematics skills where supplementary materials are needed to either obtain or maintain the skills.

c. To develop a resource of materials, by grade level, for the development and maintenance of mathematics concepts and skills.

Goal 5: To develop students' problem-solving skills, including skills required for solving "word problems."

a. To identify the skills and techniques the students need to solve word problems.

b. To assess each student to determine what skills each student needs to solve word problems.

c. To identify teaching techniques that are useful and practical in problem solving.

Site-specific objectives for the respective workshop sessions were:

1st Session

1. Springfield staff participants will identify basic mathematics skills for the elementary school.

2. Participants will develop techniques for teaching basic skills.

2nd Session

3. Participants will develop supplementary materials for reinforcing, reteaching or reviewing basic concepts and skills.

4. Participants will utilize supplementary basic skills materials.

3rd Session

5. Participants will explore the nature of problem-solving in mathematics and identified required skills.

6. Participants will explore ways of teaching problem-solving, including solving "word problems."

7. Participants will utilize activities and materials for developing students' problem-solving skills.

The workshop consultant was Thomas Gibeny, Professor and Director, Division of Curriculum and Instruction. Workshop activities included those to be utilized in participants' classrooms.

Curriculum Committees. Based on training provided during the fall quarter as well as identification of specific instructional and administrative role incumbents, two curriculum committees were established by the Director of Instruction and Personnel to begin identified tasks in the construction of objectives-based, K-12, programs in Reading and Mathematics.* In particular,

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*For a detailed presentation of project curriculum development, see The University of Toledo/Springfield Local Schools Teacher Corps Project, "Curriculum Development in Reading and Mathematics: An Interim Report," The University of Toledo: The Project, May, 1981.

following an orientation session conducted by the Director of Instruction and Personnel and the Teacher Crops Program Development Specialist, each committee divided itself into elementary and secondary work groups to construct sets of specific instructional objectives organized by scope and sequence for primary, intermediate, upper elementary and secondary levels.

Committee members were:

	Committee	
	Reading	Mathematics
Crissey	M. Bowermaster	B. Clark P. Smith
Dorr St.	D. Lange**	T. Acre J. Jones P. O'Rourke
Holland	S. Carroll M. Fahle B. Micham C. Yeager	V. Carver O. Chaffee E. Muzzy** T. Schultz** C. Williams
Jr. High	L. Brillhart B. Czerwinski C. Kaiser A. Weldishofer	F. Dais G. Daniels J. Enright**
High School	M. Betley D. Prentiss R. Van Driesen**	M. Enright J. Greenberg R. Hoover

Also Invited to participate were:

C. Miller	R. Gibson
J. Rahm	C. Creech
P. Ross	J. Yockey
J. Tobias	
B. Herring	
C. Beekley	
P. Krieger	
D. Young	

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*1=Administrator, 2=Department Chairperson, 3=Curriculum Development Training Participant, 4=Community Council Member, 5=Committee Co-Chairperson.

**Co-Chairpersons

Jaclyn Flor and Peggy Myers also will contribute to initial committee efforts.

Participation. Members of the Springfield staff participated in winter staff development activities. Courses met for ten three-hour sessions; the workshop met for three three-hour sessions. LEA staff participated in the courses, the workshop and the curriculum committees as follows:

	LEA School					
	Crissey	Dorr Street	Holland	Junior High	~~Hotland~~ /High School	Other
Course						
Multicultural Education	2	1	4	4	3	-
Exceptionality	4	1	4	1	2	5
Workshop						
First Session	15	28	7	N/A	N/A	3
Second Session	11	10	-	-	-	-
Third Session	12	15	-	-	-	2
Curriculum Committee						
Mathematics	2	3	5	3	5	1
Reading	1	1	4	4	3	-

Assessment Procedures

Assessment instruments were designed to provide feedback from course and workshop planning committee members, course and workshop participants, and curriculum committee members. The package of instruments is included as Attachment A.

Each instrument included a number of Likert-type agreement-disagreement items related to identified activity criteria as well as provisions for other

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*Released Time.

comments and observations. Course and workshop planning feedback instruments included: (1) items related to the criteria outlined on pp. 1-2 of this report and (2) items related to general professional behaviors of identified instructors and consultants. Course and wrokshop participant feedback instruments included: (1) items related to specified objectives and (2) items related to overall course and instructor/consultant considerations. The curriculum committees instrument contained items related to committee tasks.

Tables I through VI in Attachment B display tabulations and summary comments in response to the instruments utilized.

Findings and Conclusions

Examination of the tabulated data reveals the following:

1. Course and workshop planning activities met the criteria established for the staff development decision-making model.
2. Course participants achieved virtually all of the instructional objectives identified.
3. Participants in the multicultural education course noted, in particular, a greater awareness of human diversity.
4. Participants in the exceptionality course noted, in particular, a greater awareness of handicaps and the school district's approach to them, and they reported greater facility in understanding of classroom approaches to handicapped students.
5. Workshop participants achieved all objectives, and they were introduced to a variety of ideas and materials for teaching problem-solving in classrooms. Participants responded particularly positively to the consultant's competence and organization.
6. Curriculum committee respondents reported that Springfield teachers all are "objectives oriented" in their teaching, but they were more positive about their own orientation than about that of colleagues.

7. Not all committee members utilize pre-assessment or assessment-based grouping techniques in instruction.
8. Curriculum committee members were not entirely positive in assessing committee progress thus far.

In general, course and workshop planning activity participants were satisfied that the project planning model was utilized effectively. Data gathered from course and workshop participants indicated a high degree of achievement of staff development objectives and a high degree of satisfaction with the activities and materials presented.

Responses from curriculum committee members indicate satisfaction with the planning process and the direction of curriculum development, but some members express concern about whether the time given to the planning process is sufficient to the magnitude of the tasks involved in bringing about the changes wanted.

Attachment A

Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

COURSE PLANNING FEEDBACK
Winter Quarter, 1981

! ! IMPORTANT - READ FIRST ! !

This winter, you served as a member of a committee to plan one of two university courses offered on-site to Springfield staff through the Teacher Corps project. Please indicate the extent of your agreement or disagreement with each of the statements about the planning process below by circling the appropriate numeral using the scale given. Add any comments or observations which you may care to make in the space provided.

Course Planning Committee:

_____ "Introduction to Multicultural Education"

_____ "Survey of Exceptional Children"

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1. The course which was planned related to identified goal(s) and objectives constructed by the Teacher Corps Subject Area committee last year.	6	5	4	3	2	1
2. Specific objectives were stated for the course.	6	5	4	3	2	1
3. The course was planned to address high priority, district-wide needs.	6	5	4	3	2	1
4. The university instructor(s) was (were) receptive to committee input.	6	5	4	3	2	1
5. The university instructor(s) was (were) responsive to stated committee concerns.	6	5	4	3	2	1
6. The university instructor(s) was (were) helpful in providing planning ideas and resources for the committee.	6	5	4	3	2	1
7. Reasonable provisions for course evaluation were agreed upon.	6	5	4	3	2	1
8. Course planning included attention to school and classroom implementation of course ideas and activities.	6	5	4	3	2	1

Additional Comments/Observations

WORKSHOP PLANNING FEEDBACK
Winter Quarter, 1980

! ! IMPORTANT - READ FIRST ! !

This winter, you served as a member of a committee to plan the Teacher Corps workshop sessions on "Mathematics: Basic Skills and Problem-Solving" from Crissey and Dorr St. schools. Please indicate the extent of your agreement or disagreement with each of the statements about the planning process below by circling the appropriate numeral using the scale given. Add any comments or observations which you may care to make in the space provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1.	The workshop which was planned related to high-priority goal(s) and objective(s) constructed by Teacher Corps committees last year.	6	5	4	3	2	1
2.	Specific objectives were stated for the workshop.	6	5	4	3	2	1
3.	The workshop was planned to address high priority building needs.	6	5	4	3	2	1
4.	The university consultant was receptive to committee input.	6	5	4	3	2	1
5.	The university consultant was responsive to stated committee concerns.	6	5	4	3	2	1
6.	The university consultant was helpful in providing planning ideas and resources for the committee.	6	5	4	3	2	1
7.	Workshop planning included concern for school/classroom implementation.	6	5	4	3	2	1
8.	Workshop scheduling provided for optimum school staff participation	6	5	4	3	2	1

Additional Comments/Observations:

COURSE FEEDBACK
"Introduction to Multicultural Education"
Winter, 1981

! ! IMPORTANT - READ FIRST ! !

You have participated this winter in a course, "Introduction to Multicultural Education," offered through the Teacher Corps project. The course was planned with the university instructor by a Springfield teacher committee, and the planning was based on in-service goals and objectives developed by a Teacher Corps school/community/university committee last year.

Items no. 1 through 4 below relate to individual objectives specified in the course syllabus you received. Items 5 through 9 and items 10 and 11 refer to the course overall. Please indicate the extent of your agreement or disagreement with each of the items no. 1-9 about the course by circling the appropriate numeral according to the scale given. In addition, please respond breifly to the final two items in the spaces provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1.	The course identified differences among cultural groups.	6	5	4	3	2	1
2.	The course developed sensitivity toward individuals and groups.	6	5	4	3	2	1
3.	The course helped me recognize needs of non-English-speaking students.	6	5	4	3	2	1
4.	The course helped me prepare materials which enabled me to understand multicultural characteristics of Springfield schools and community.	6	5	4	3	2	1
5.	Overall, the course provided some useful information.	6	5	4	3	2	1
6.	Overall, course activities were interesting.	6	5	4	3	2	1
7.	The instructor was competent.	6	5	4	3	2	1
8.	The instructor was well-organized.	6	5	4	3	2	1

9. The course helped me in my teaching. 6 5 4 3 2 1

10. Identify the two or three most important lessons you take away from the course:

11. Identify ways the course has helped you as a classroom teacher:

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COURSE FEEDBACK
"Survey of Exceptional Children and Youth"
Winter, 1981

! ! IMPORTANT - READ FIRST ! !

You have participated this winter in a course, "Survey of Exceptional Children and Youth," offered through the Teacher Corps project. The course was planned with the university instructor by a Springfield teacher committee, and the planning was based on in-service goals and objectives developed by a Teacher Corps school/community/university committee last year.

Items no. 1 through 4 below relate to individual objectives specified in the course syllabus you received. Items 5 through 9 and items 10 and 11 refer to the course overall. Please indicate the extent of your agreement or disagreement with each of the items no. 1-9 about the course by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final two items in the spaces provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1. The course increased my knowledge of handicapped learners.	6	5	4	3	2	1
2. The course increased my knowledge of identification, referral and placement procedures.	6	5	4	3	2	1
3. The course increased my knowledge of environmental influences on the learner's performance.	6	5	4	3	2	1
4. The course increased my knowledge of perception and perceptual errors.	6	5	4	3	2	1
5. Overall, the course provided some useful information.	6	5	4	3	2	1
6. Overall, course activities were interesting.	6	5	4	3	2	1
7. The instructor was competent.	6	5	4	3	2	1
8. The instructor was well-organized.	6	5	4	3	2	1

9. The course helped me in my teaching. 6 5 4 3 2 1

10. Identify the two or three most important lessons you take away from the course:

11. Identify ways the course has helped you as a classroom teacher:

WORKSHOP FEEDBACK
Crissey/Dorr St. Elementary Schools
Winter, 1981

! ! IMPORTANT - READ FIRST ! !

Three workshop sessions were presented through the Teacher Corps project this winter to examine basic skills and problem-solving in mathematics for Crissey and Dorr St. staff. The workshop was planned with the university consultant by a committee of teachers and principals to address high priority building needs identified last year.

Items no. 1 through 7 below are based on the specific objectives developed by the planning committee for the respective workshop sessions. Items no. 8 through 13 refer to each and all sessions.

Please check the date(s) below for the session(s) you attended. Then indicate the extent of your agreement or disagreement with the items about the session(s) you attended as well as with the items for "All Sessions" by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final item in the space provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly

Session(s) Attended:
___ February 26th
___ March 4th
___ March 11th

February 26th Session

1. The workshop identified basic mathematics skills for the elementary school.	6	5	4	3	2	1
2. The workshop demonstrated techniques for teaching basic skills.	6	5	4	3	2	1

March 4th Session

3. The workshop developed supplementary materials for reinforcing, reteaching or reviewing basic concepts and skills.	6	5	4	3	2	1
4. The workshop demonstrated the use of supplementary basic skills materials.	6	5	4	3	2	1

March 11th Session

5. The workshop explored the nature of problem-solving in mathematics and identified required skills.	6	5	4	3	2	1
6. The workshop explored ways of teaching problem-solving, including solving "word problems."	6	5	4	3	2	1
7. The workshop demonstrated activities and materials for developing students' problem-solving skills.	6	5	4	3	2	1

All Sessions

8. Workshop activities provided some useful information.	6	5	4	3	2	1
9. Workshop activities were interesting.	6	5	4	3	2	1
10. The university consultant was competent.	6	5	4	3	2	1
11. The university consultant was well-prepared.	6	5	4	3	2	1
12. The university consultant was interesting.	6	5	4	3	2	1
13. The workshop helped me in my teaching.	6	5	4	3	2	1

14. Identify ways in which the workshop session(s) helped you in your teaching:

CURRICULUM COMMITTEE FEEDBACK
Winter, 1981

! ! IMPORTANT - READ FIRST ! !

Currently, you are serving as a member of a school district Curriculum Committee (Reading or Mathematics) charged with developing specific instructional objectives. Please check your Committee and Work Group assignments below.

Then, please indicate the extent of your agreement or disagreement with each of the items below by circling the appropriate numeral according to the scale given. Add any comments or observations you care to make.

Scale:
6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

Committee:
_____ Reading
_____ Mathematics

Work Group:
_____ Elementary
_____ Secondary

1. My teaching in the subject area concerned is focused on my students' achieving specific instructional objectives (versus, for example, covering certain topics on "completing the text").	6	5	4	3	2	1
2. Most of my colleagues' teaching in this area is focused on their students' achieving specific instructional objectives.	6	5	4	3	2	1
3. I pre-test students at the beginning of each new unit of study in Reading and Mathematics to determine which objective(s), if any, they already may have achieved.	6	5	4	3	2	1
4. I utilize the results of standardized tests to group my students for instruction.	6	5	4	3	2	1
5. The Committee's initial task of agreeing upon a set of instructional objectives for each level is an important one.	6	5	4	3	2	1

6. The Committee's progress with its task thus far has been good.	6	5	4	3	2	1
7. The university consultant(s) working with the Committee has/have been helpful.	6	5	4	3	2	1

Additional Comment(s):

TABLE I. COURSE PLANNING FEEDBACK (N=7)

Item	N Responses 6	5	4	3	2	1	NR	X
1. The course which was planned related to identified goal(s) and objectives constructed by the Teacher Corps Subject Area committee last year.	5	2	-	-	-	-	-	5.71
2. Specific objectives were stated for the course.	5	2	-	-	-	-	-	5.71
3. The course was planned to address high priority, district-wide needs.	3	4	-	-	-	-	-	5.43
4. The university instructor(s) was (were) receptive to committee input.	5	1	-	1	-	-	-	5.42
5. The university instructor(s) was (were) responsive to stated committee concerns.	6	-	-	1	-	-	-	5.57
6. The university instructor(s) was (were) helpful in providing planning ideas and resources for the committee.	6	1	-	-	-	-	-	5.86
7. Reasonable provisions for course evaluation were agreed upon.	4	2	1	-	-	-	-	5.43
8. Course planning included attention to school and classroom implementation of course ideas and activities.	4	1	1	-	-	1	-	4.86

Additional Comments/Observations

TABLE II. WORKSHOP PLANNING FEEDBACK (N=6)

Item	N Responses 6	5	4	3	2	1	NR	X
1. The workshop which was planned related to high-priority goal(s) and objective(s) constructed by Teacher Corps committees last year.	4	2	-	-	-	-	-	5.67
2. Specific objectives were stated for the workshop.	4	2	-	-	-	-	-	5.67
3. The workshop was planned to address high priority building needs.	5	1	-	-	-	-	-	5.83
4. The university consultant was receptive to committee input.	5	1	-	-	-	-	-	5.83
5. The university consultant was responsive to stated committee concerns.	5	1	-	-	-	-	-	5.83
6. The university consultant was helpful in providing planning ideas and resources for the committee.	6	-	-	-	-	-	-	6.00
7. Workshop planning included concern for school/classroom implementation.	5	1	-	-	-	-	-	5.83
8. Workshop scheduling provided for optimum school staff participation.	5	1	-	-	-	-	-	5.83

Additional Comments/Observations:

Dr. Gibney served as an excellent consultant and an exceptionally interesting instructor - I enjoyed this experience greatly.

Useful, practical ideas were presented at the workshops.

It was a very good workshop.

TABLE III. COURSE FEEDBACK -- "Introduction to Multicultural Education" (N=8)

Item	N Responses 6	5	4	3	2	1	NR	X
1. The course identified differences among cultural groups.	4	4	-	-	-	-	-	5.50
2. The course developed sensitivity toward individuals and groups.	2	4	2	-	-	-	-	5.00
3. The course helped me recognize needs of non-English-speaking students.	1	5	2	-	-	-	-	4.88
4. The course helped me prepare materials which enabled me to understand multicultural characteristics of Springfield schools and community.	1	2	4	-	-	-	1	4.57
5. Overall, the course provided some useful information.	3	5	-	-	-	-	-	5.38
6. Overall, course activities were interesting.	2	3	2	-	-	1	-	4.50
7. The instructor was competent.	4	4	-	-	-	-	-	5.50
8. The instructor was well-organized.	4	4	-	-	-	-	-	5.50
9. The course helped me in my teaching.	1	4	2	-	-	-	1	4.86

Most Important "Lessons Learned"

Teaching students to be non-racist in their views! Background info on various cultural and racial groups. Very informative.

Accepting and developing each child as an individual both because of and apart from their culture. Appreciation of intergroup similarities and differences.

The course called attention to the universal need for an understanding of pluralism - not just in our local situation. Our professors had spent a great deal of time preparing these lectures and were able to relate some of their own experiences in this area.

As the other courses: the fact we (Springfield Teachers) are able to be together - work together - study together - share ideas together.

Awareness of diversity.

Diversity among ethnic groups. Awareness of current issues such as bussing, and bilingual education.

Everybody is different! Multicultural is a way of life.

Classroom Application

Aroused my awareness of ethnic groups and their cultural needs. I feel I am more tolerant of cultural differences as a result of this class.

Not sure - possibly a better understanding of the community. Course work was not in line with other teacher courses - more required than the others.

The course helped me realize that all children do not have the same frame of reference. To expect the same kinds of responses for everyone in the class is practically impossible. We should make it a point to find out all we can about the customs and traditions of the "different" children in our classes.

It will help me become more aware of the diversity in relation to each students individuality.

Teaching students to be non-racist in their views! Background info on various cultural and racial groups. Very informative.

I've realized everybody has different needs that have to be fulfilled.

TABLE IV. COURSE FEEDBACK -- "Survey of Exceptional Children and Youth" (N=12)

Item	N Responses							
	6	5	4	3	2	1	X	NR
1. The course increased my knowledge of handicapped learners.	9	3	-	-	-	-	-	5.75
2. The course increased my knowledge of identification, referral and placement procedures.	4	4	4	-	-	-	-	5.00
3. The course increased my knowledge of environmental influences on the learner's performance.	4	5	3	-	-	-	-	5.08
4. The course increased my knowledge of perception and perceptual errors.	4	6	2	-	-	-	-	5.17
5. Overall, the course provided some useful information.	10	2	-	-	-	-	-	5.83
6. Overall, course activities were interesting.	7	5	-	-	-	-	-	5.59
7. The instructor was competent.	12	-	-	-	-	-	-	6.00
8. The instructor was well-organized.	11	-	-	-	-	-	-	5.99
9. The course helped me in my teaching.	3	6	2	-	-	-	1	5.45

Most Important "Lessons Learned"

I have come to see some school problems from a new perspective. That is, by comparison to some severe, extreme handicaps many of our "problems" are quite manageable. The definition of "emotionally disturbed" and characteristics essential to a classroom for such children. The utterly bitter frustration of parents of handicapped children when they search for help from less-than-qualified sources. So-called "professionals," such as myself, should at least be ethical and admit to what we don't know.

Because of a personal experience in having a epileptic child in a classroom and being unaware of what to do in case of a seizure, I was most interested in the lesson on seizures. The last class in which Dr. Tombaugh and Dr. Yeager answered questions concerning the handling of handicaps in Springfield Schools was most interesting. It gave me a clearer understanding of the school system in this regard.

Specific info concerning particular handicapping conditions. Interesting and informative narrative from the instructor's teaching experiences with special (exceptional) children.

An important statement was made that we're all handicapped in some way. Visual and auditory perceptual problems were identified. The fact that hyperactivity can only be identified by a neurologist and that it is eventually outgrown was important information.

How to be more aware of problems. Learned of (new to me) different types of handicaps to be found in the classroom.

How to deal with emotionally disturbed children, ways to deal with emotional outbursts. Terminology information. I especially enjoyed the discussion with the boy with tourettes syndrome. All sessions were interesting and helpful.

Became much more aware of handicapped students and the problems they have to deal with.

I feel I learned about kinds of problems (physical) that children in a school might have and ways I can handle them. I feel I learned of ways in which Springfield is handling the handicapped children in the district.

Everybody is handicapped one way or another. The influences the family has on a child are most important.

This course has given me a keener awareness of some of the perception problems of exceptional children. I am better acquainted with the referral process from the teacher's and administrator's points-of-view.

Classroom Applications

The course helped reinforce some thoughts and teaching techniques I've used with students.

I'm much more informed about types of handicaps and legal qualifications of handicaps.

More sensative to various problems. Understand now the steps needed to be taken when problems are suspected (in regards to the law also).

Steps in problem solving were identified that helped me clarify procedural steps in Math. Also it was pointed out that math books' reading level is sometimes above grade level, so we have to be sure the child can read and understand the problem before he begins his computation. The instructor was enthusiastic, knowledgeable, and informative. A worthwhile class.

The instructor has shared info and suggestions with me that I've utilized in class with individual student concerns. Highly interesting and informative. Dynamic speaker!

As an LD tutor it has given me a better knowledge of handicaps and how to deal with them.

I used notes from class to facilitate understanding and communication between teachers of some handicapped students.

This course did not really help me because I am an LD tutor and deal with children on a one-to-one basis. But if or when I become a classroom teacher, I hope I can look beyond the child who has a problem or is causing a problem and try to find a cause or a reason behind his/her actions.

It helped me take notice of certain behaviors in the class and why they might be happening.

This course has given me a broader base of understanding of the wide scope of motor and perceptual handicaps.

TABLE V. WORKSHOP FEEDBACK -- Crissey and Dorr St. Schools

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1st Session (N=)								
1. The workshop identified basic mathematics skills for the elementary school.	8	6	5	-	-	-	-	5.16
2. The workshop demonstrated techniques for teaching basic skills.	8	5	6	-	-	-	-	5.11
2nd Session (N=)								
3. The workshop developed supplementary materials for reinforcing, reteaching or renewing basic concepts and skills.	4	8	1	-	-	-	-	5.23
4. The workshop demonstrated the use of supplementary basic skills materials.	3	6	4	-	-	-	-	4.92
3rd Session (N=)								
5. The workshop explored the nature of problem-solving in mathematics and identified required skills.	7	7	3	-	-	-	-	5.24
6. The workshop explored ways of teaching problem-solving, including solving "word problems."	7	8	2	-	-	-	-	5.29
7. The workshop demonstrated activities and materials for developing students' problem-solving skills.	10	4	3	-	-	-	-	5.41
All Sessions (N=)								
8. Workshop activities provided some useful information.	10	5	2	2	-	-	-	5.21
9. Workshop activities were interesting.	8	7	2	2	-	-	-	5.11
10. The university consultant was competent.	16	2	1	-	-	-	-	5.79
11. The university consultant was well-prepared.	18	1	-	-	-	-	-	5.95

TABLE VI. CURRICULUM COMMITTEE FEEDBACK (N Reading= 7 ; N Mathematics= 7; N Elementary= 8; N Secondary= 6; NR= 4).

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. My teaching in the subject area concerned is focused on my students' achieving specific instructional objectives (versus, for example, covering certain topics on "completing the text").	6	6	3	-	-	-	3	5.20
2. Most of my colleagues' teaching in this area is focused on their students' achieving specific instructional objectives.	1	6	4	1	1	1	4	4.14
3. I pre-test students at the beginning of each new unit of study in Reading and Mathematics to determine which objective(s), if any, they already may have achieved.	2	4	3	2	1	2	4	3.86
4. I utilize the results of standardized tests to group my students for instruction.	2	6	3	1	-	3	3	4.00
5. The Committee's initial task of agreeing upon a set of instructional objectives for each level is an important one.	6	7	4	-	-	1	-	4.89
6. The Committee's progress with its task thus far has been good.	1	7	2	2	3	2	1	3.71
7. The university consultant(s) working with the Committee has/have been helpful.	3	4	4	1	1	3	2	3.88

Additional Comment(s):

We need two results: 1) just for the reading teacher grade K-12; 2) how each teacher can better teach his/her subject area with the use of reading.

None.

This is far too important a task and time consuming to be dealt with after school when everyone is tired. Nothing gets accomplished or very little at best and I don't feel my knowledge of behavioral objectives is enough to really help out.

I have only worked indirectly with the Committee. I have written objectives and class outlines for Basic Mathematics and Plare Geometry to be used in the curriculum guide.

12. The university consultant was interesting.	13	5	1	-	-	-	-	5.6
13. The workshop helped me in my teaching.	7	6	3	1	2	-	-	4.7

Classroom Applications

1. By realizing there is no one right answer. 2. Problems can be solved in several methods. 3. Letting children discover how to solve a problem will make it more meaningful.

Provided materials for use with my class.

Identified problems with math teaching today. Stressed the importance of instructional time. Showed ways to make problem solving fun and materials inexpensive.

Gave me supplementary materials to use -- helped me realize certain skills to reinforce.

Furnished samples that could (and were) used as lessons in my math class.

Fresh ideas, new ways to identify problems, new materials to use with students.

I teach primary. Even though he said many ideas for the lower grades -- many were too difficult for the children to do.

I learned some problem solving ideas for the primary grades -- how to use the calculator in the classroom with primary. This was the best in-service I have ever gone to!!

Workshop increased my awareness of the greater need to teach problem-solving skills.

Gave me new things to try in my class -- and they really work!

1. Problem solving can be done in different ways. 2. Drills, other than as signing pages. 3. New resources.

Showing that problem solving is not an impossible task. The attitude was one of fun and I feel this will be transfered to the students.

Math is logic
Math is fun.
Can it be done
By anyone!?
Teaching facts
Can be a bore...
Calculators?!?
Evermore!
Games and insight
Fun on fun
Mathematics
for EVERYONE!

I feel the task put before us was unclear from the beginning. It seems that we are duplicating the effort already put into the designing of the "math cards." I am unsure as to how this identification process is going to help our daily planning.

#7 leaves little choice as to the use of objectives.